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ABSTRACT

A program designed for the achievement of equal educational opportunity in Connecticut's Middletown public schools is presented in this report. The document describes the program's statement of goals, identification of objectives, specification of expected levels of competency for each subject area at each grade and ability level, adoption of adequate instructional materials and methods, selection of suitable norm-referenced and criterion-referenced tests for measuring student progress, and establishment of evaluation and modification procedures to refine the program as new needs are discovered. Also discussed are the program's techniques for identifying the varying needs of students so that remedial programs, special education, and programs for the academically talented can be developed along lines similar to those of the regular program. Examples of practical applications of program elements and samples of program evaluation instruments are included. (PGD)

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MIDDLETOWN PUBLIC SCHOOLS
MIDDLETOWN, CONNECTICUT

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MIDDLETOWN DESIGN FOR EDUCATIONAL EQUITY:

INSTRUCTIONAL COMPONENT

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August, 1979

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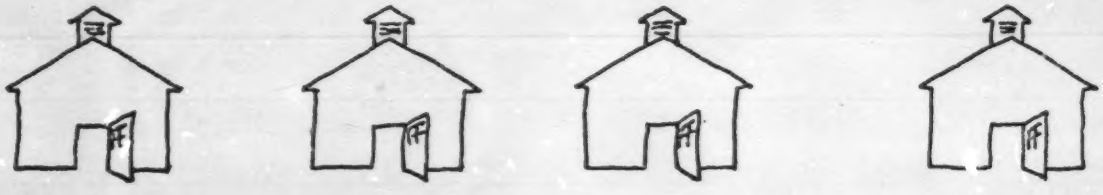

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MIDDLETOWN PUBLIC SCHOOLS

MIDDLETOWN DESIGN FOR EDUCATIONAL EQUITY: INSTRUCTIONAL COMPONENT

The Middletown Design for Educational Equity: Instructional Component describes the manner in which the Middletown Public School system is providing equal educational opportunity for all its students. The design is based on the conviction that the public schools should and can provide all students with learning experiences, courses, and programs which challenge students within and to the limits of their abilities and talents. This implies that all students should not be given the same educational experiences or identical educational diets. As students' needs differ, so should the instructional methodologies and materials designed to meet these needs. What should remain constant and equal are: (1) the goals of education; and (2) the opportunity for each student to receive from all available educational resources those resources that meet his or her educational needs.

Purpose

The purpose of the Middletown Design for Educational Equity: Instructional Component is to specify the goals of equal educational opportunity in the Middletown Public Schools, and to further specify the objectives, procedures, and instruments which are intended to meet these goals. The goals are intended to define the school system's commitment to students relative to equal educational opportunity. The several objectives for equal educational opportunity define these goals operationally in observable and achievable terms. Subsequent sections of this plan outline the designs, procedures, and methodologies for realizing these objectives.

Goals for Equal Educational Opportunity

The provisions of the Middletown Design for Educational Equity will enable the Middletown Public Schools to make the following commitments to its students:

(1) to provide all students with equal educational opportunities;

(2) to assure each student equal access to the educational resources of the City of Middletown; and

(3) to challenge and educate every student within and to the limits of his or her abilities.

Objectives for Equal Educational Opportunity

The goals for equal educational opportunity stated above will be met to the extent that the following objectives are realized:

(1) to specify course and/or grade level objectives for each course and/or subject area;

(2) to specify expected levels of competencies (commensurate with ranges of abilities) for each of the above objectives;

(3) to recommend and provide instructional materials and models appropriate to the attainment of these objectives;

(4) to continuously evaluate the effectiveness of all curricula based on student performance;

(5) to continuously modify all curricula based on such evaluations;

(6) to continuously evaluate individual students' academic progress in relation to stated instructional objectives and individual abilities, learning characteristics and styles; and

(7) to continuously modify individual students' instruction based on such evaluation.

Curriculum Development, Improvement, & Evaluation

Instructional improvement in the Middletown Public Schools is an ongoing process. Each of the fifteen regular and fourteen special learning programs undergo an annual fourteen point program analysis and review.

The activities involved in the instructional improvement process form a three phase cycle including I) Development, II) Implementation, and III) Evaluation. These three phases and their associated components are illustrated in Figure 1.

Phase I: Curriculum Development

The major function of curriculum development is to define what it is students are expected to learn from each program. This is done in a number of steps beginning with naming the program by title, culminating in the specification of "curriculum standards" or course and/or grade level competencies and recommendations regarding appropriate instructional materials.

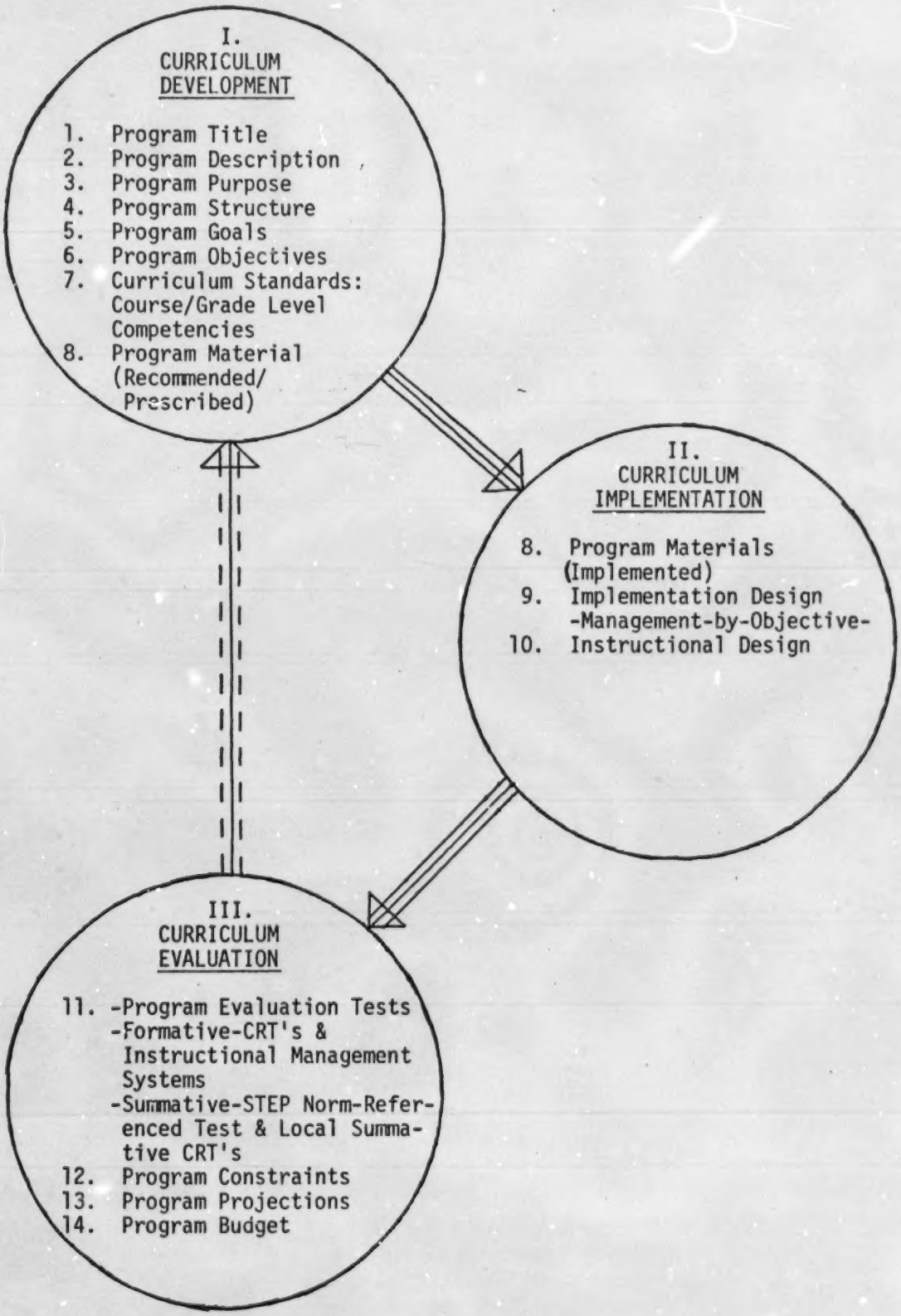
The Program Title identifies it as a major curriculum area with distinct goals; e.g., Language Arts K-12.

The Program Description lists the major activities and components or strands of the program: e.g.,

> The Language Arts program provides for a sequential development of communication skills. The program in grades K-5 emphasizes developmental skills in the areas of grammar, writing, spelling and language development. In grades 6-8 the emphasis is on terminal grammar skills, reference skills, vocabulary development, and expressive language skills. At grades 9-12 Language Arts encompasses literature, expressive

FIGURE 1

A DESIGN FOR CURRICULUM DEVELOPMENT, IMPLEMENTATION, & EVALUATION: THREE PHASES



language in writing and oral communication including media and refinement of reference skills.

The Program Purpose states the needs that the program area addresses and is designed to meet: e.g., (Language Arts K-12)

> Children need to learn to receive and deliver communication through each of the several senses. While Reading instruction deals with one area of visual reception, Language Arts instruction encompasses all channels or senses to ensure that messages are received/interpreted and sent according to the conventions of the English language.

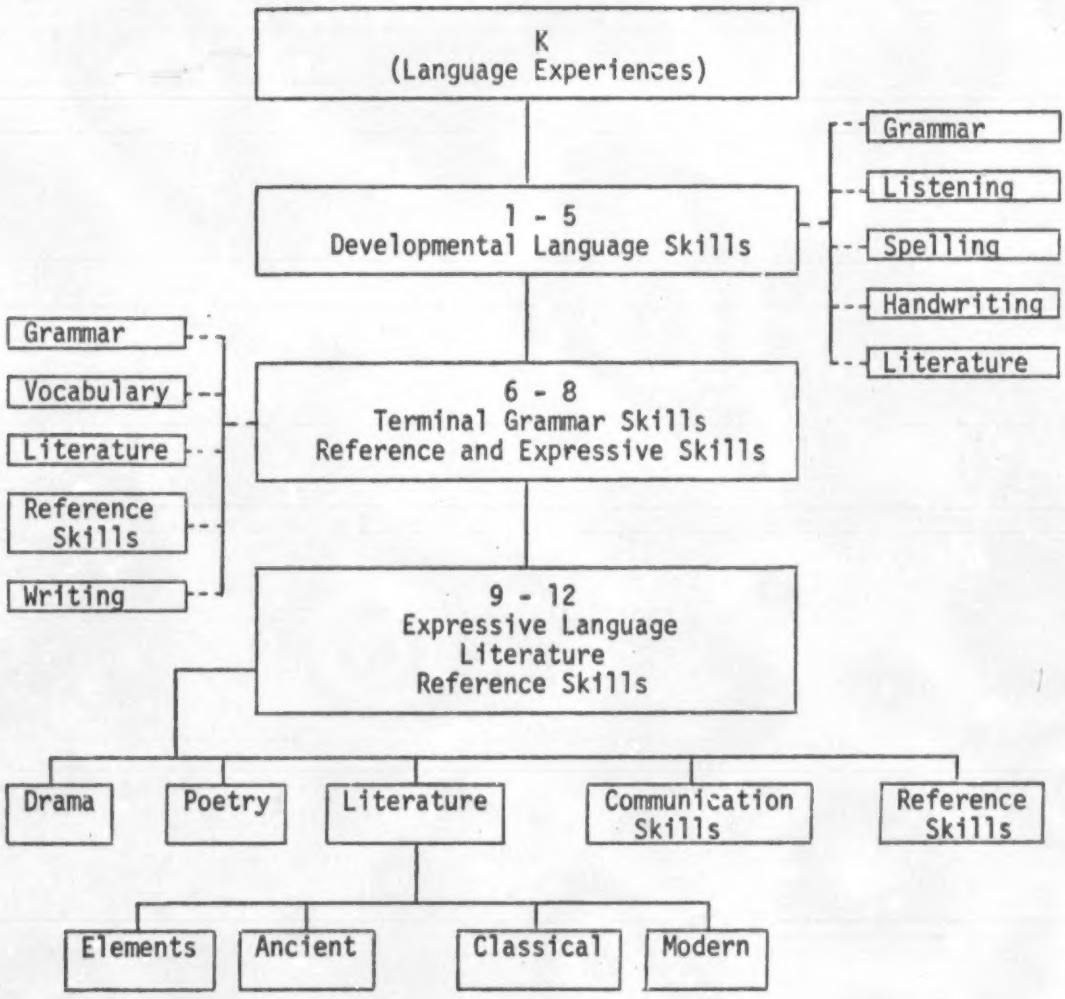
The Program Structure identifies program components, strands, and/or courses by grade level(s) and defines the relationship between these various components in building-block fashion. Figure 2 illustrates a possible Program Structure for the area of Language Arts.

The Program Goals state generalized long-term, end-of-program outcomes for students who have followed the program. While these goals are heuristic and generally unmeasurable (in any direct manner), their attainment is recognizable in students: e.g.,

> Students who complete the Middletown Language Arts program should become skilled in receptive and expressive language both in a literal and a creative manner. Among the major goals in Language Arts, students will be able:
>
> 1. to express themselves in writing using proper conventional English grammar,
> 2. to express original ideas in writing, orally, and via other forms,
> 3. to spell correctly,

FIGURE 2

HYPOTHETICAL PROGRAM STRUCTURE FOR THE LANGUAGE ARTS



4. to appreciate and interpret literature,

5. to write legibly, and

6. to make functional and creative use of reference and media resources.

The Program Objectives list specific long-term products of the program. These are measureable outcomes which students who have followed the program can demonstrate: e.g.,

As a result of completing the Middletown Language Arts program, Middletown students will realize the following objectives:

1. The average verbal score of MHS and WWHS students on the SAT of the CEEB will equal or exceed the national average.

2. MHS and WWHS students will enter and achieve awards in competitive literary, writing, and speaking contests.

3. The norms in grades 3,6, and 8 will meet or exceed national norms on standardized tests.

The Curriculum Standards: Course/Grade Level Competencies state on a grade level and/or course basis precisely what students are expected to learn as a result of the course or year's work. These competencies are technically stated, terminal objectives, the achievement of which are readily observable in students (either by observation or testing). Course and grade level competencies are stated at three levels of expectancy. Level II states the minimum competency level expected of the "average" student at that grade level. Level III states the minimum competency level expected of slower or below average students at that grade level. And Level I states the minimum competency level expected of above average students. Figure 3 illustrates a hypothetical example of grade level competencies in Spelling. The Curriculum Standards are the basic points of reference for all curriculum evaluation and improvement and for all evaluation and remediation of individual and group achievement.

FIGURE 3

HYPOTHETICAL EXAMPLE OF GRADE THREE COMPETENCIES IN SPELLING

SPELLING

I	II	III
Given a list of 100 grade 3 words, student(s) will spell 95% correct.	Given a list of 100 grade 3 words, student(s) will spell 85% correct.	Given a list of 100 grade 3 words, student(s) will spell 60% correct.
Given a list of one-syllable long vowel words, students will spell all words correctly.	Given a list of one-syllable long vowel words, students will spell correctly all "e" controlled and all blend controlled words and 85% of dipthong words.	Given a list of one-syllable long vowel words, students will spell correctly all "e" controlled words, 85% of blends, and 60% of dipthongs.

The components of Phase I: Curriculum Development are developed by teacher committees under the direction of the Superintendent's curriculum office. These committees also review and recommend for implementation curriculum materials and designs appropriate to the goals, objectives, and competencies developed for each program. In Phase III, these committees are involved in the evaluation of each program.

Phase II: Curriculum Implementation

Building Principals and their staffs have the primary responsibility for the implementation of curricula. Financial resources are provided for this purpose on a per student basis via the program budget system. Staffing is also allotted on the basis of student population. Special and remedial assistance, (e.g., Title I services, remedial assistance as per Connecticut General Statutes Section 10-14m-4, etc.), on the other hand, are allotted on the basis of demonstrated need.

As the manager of the school, the Building Principal is responsible for maintaining program materials and resources at a level which assures constant implementation. The district's process of management-by-objectives facilitates accountability and cooperation among central office, principals, and teachers in the implementation, maintenance, and revision of each program.

For each program an implementation design is developed which outlines major requirements of students and teachers involved in the programs on a course/subject/grade level basis. Included in the implementation plan are suggestions for time allotments, planning calendars; suggestions for providing for advanced slow, and remedial students; in-service and staff-development needs; and a design for the supervision of the program at the building level. Wherever appropriate, instructional designs as models are also developed and provided to each teacher as a guide. These instructional designs may include lesson models, instructional management systems, and other instructional strategies appropriate to the program, course, and level.

Phase III: Curriculum Evaluation

Central Office effects an on-going (at least annual) evaluation of all learning programs. Student achievement commensurate with ability form the basis of all such evaluations. The evaluation data is collected centrally and analyzed by the teacher committees which developed the various curricula (see Phase I). Annually, these teacher committees make recommendations for specific program improvements.

Curriculum evaluation in the Middletown Public Schools is a two-step process, each step involving a determination and analysis of any discrepancy between a standard and actual achievement. Stage One utilizes a nationally developed standardized testing program to determine such discrepancies in a curricular or program sub-area or domain (e.g. Math Computation). Stage Two utilizes a locally developed criterion-referenced testing program, based directly on each program's Curriculum Standards, to determine which objectives, specifically, are causing such discrepancies between expected achievements (standards) and actual achievements.

Both the standardized and criterion-referenced testing programs are conducted in the spring of each year. In addition to their use for curriculum evaluation, both of these testing programs have implications for individual student evaluation and remediation. A latter section of this report ("Test Selection, Administration, and Analysis") discusses in greater detail these tests and their uses.

The annual program evaluations and analyses also identify the constraints that may limit maximum attainment of program goals and objectives. Resolutions for some of these constraints and other suggestions for program improvements, as well as an identification of future needs of each program, are included in the Program Projections section of the annual program analysis. Finally, all components of the curriculum development-implementation-evaluation design come to bear annually in the development of the Program Budget for the Middletown Public Schools.

Test Selection & Interpretation

Stage One: Norm-Referenced Testing

The Sequential Tests of Educational Progress (S.T.E.P.; E.T.S./ Addison-Wesley, 1978) norm-referenced test series was selected by a committee of teachers, administrators, and guidance counselors during the 1978-79 school year. All available standardized tests were reviewed on a number of criteria including: validity, reliability, norms and norming population, test administration, and test reporting and interpretation.

As part of Stage One of the curriculum and remedial evaluation process, the Sequential Tests of Educational Progress (S.T.E.P.) are administered in May of each year to students in grades two through nine. Along with the S.T.E.P. achievement series, the School and College Ability Tests (S.C.A.T.) is administered to determine baseline levels of expectancy in the verbal and quantitative areas.

The norm-referenced S.T.E.P. tests, developed by the Educational Testing Service (E.T.S.), enable us to determine how Middletown students compare in achievement with national norms in the areas of Reading, Vocabulary, Writing Skills (Language Arts), Math Computation, and Math Concepts. In conjunction with the S.C.A.T. series, we are able to determine for each of these subject areas how students compare with their individual levels of expectancy.

On a school-by-school basis, we are able to compare building grade level performance to national grade level norms, and more important, to building levels of expectancy in each subject area tested. Moreover, we are able to determine the number of students performing above, within, or below levels of expectancy in each subject area tested. Finally, we are able to determine at which performance/ability quartiles discrepancies exist between performances

and levels of expectancy.

The results and analyses of the STEP/SCAT tests are used to determine: district curriculum needs and priorities; building and grade level curriculum and remediation needs and priorities; and individual student remediation needs.

At the district level, curriculum committees are involved in on-going program evaluations and review. Specific patterns of student achievement in the district as a whole are analyzed by these committees, and recommendation for general program modifications in terms of materials, time allotments, objectives, and/or methodologies are made accordingly.

At the building level, class performance patterns are analyzed to determine the effectiveness of the various curricula as implemented in each school, and to determine specific modifications in programs as implemented in buildings and/or classes within a particular building.

Specific modifications at the building level may include materials, time, methodologies and techniques, and/or unique modifications such as specific learning labs. The process for these analyses and the development of plans for program modifications at the building level is included in the annual performance objectives of our building administrators.

Finally, the analyses of these standardized tests are used to identify and plan for the remediation of individual students who are not achieving within their individual levels of expectancy. On a building-by-building basis, specific plans for remediation, analogous to "I.E.P's" (Individual Educational Plans), are developed for each student not achieving within his or her level of expectancy in any of the subject areas of Reading, Vocabulary, Writing Skills (Language Arts), Math Computation, and Math Concepts. These plans are reviewed monthly and annually to assure the progress of each student.

Stage Two: Criterion-Referenced Testing

Criterion-Referenced Tests (CRT's) are developed for each grade level of each subject area or course. CRT's are developed locally to measure the specific learning objectives or competencies of the local curricula. CRT's provide additional and more specific information in the evaluation and improvement of curriculum. As opposed to the more general needs or deficiencies identified by norm-referenced testing (e.g., a deficiency may be noted in third grade in the area of Math Computation), CRT's test all objectives (competencies) in the local curricula and provide specific information regarding which local curriculum objectives are causing the general deficiencies identified via the norm-referenced testing (e.g., the CRT's may indicate that the third grade objectives relating to regrouping in subtraction are the actual source of the more general deficiency noted in the area of Math Concepts).

An additional use of the Criterion-Referenced Tests is in the development of individual skill profiles for the individual remedial plans (I.R.P.'s). Since the CRT's test all the competencies at each grade level of any course or subject, they provide all the information necessary for the development of individual skill profiles. While the fact that the CRT's are given in late May of each year may be considered a disadvantage (due to the phenomenon of "summer forgetting"), the distinct advantage is that CRT information will always be available for individual skill profiles when school starts each September.

Remedial Assistance

Identification of Remedial Students

In the Middletown Public Schools, all students are afforded educational opportunities equal to those of the "regular student" in the "regular" classroom. It is recognized, however, that many students, perhaps as many as a third of our students, require some sort of special, remedial, and/or supplemental educational services in order to realize an educational opportunity equal to that enjoyed by the "regular student".

For the purposes of identification and programming six categories of academic functioning are recognized. These categories, summarized in Figure 4, are not mutually exclusive and each is associated with an appropriate instructional program or setting. Five of these categories are remedial in nature (including one which identifies academically talented students), and the sixth identifies the "regular student".

The curricula defined for the "regular student" serves as a frame of reference for all students. Special education, remedial, talented, and "regular" programs all follow the scope and sequence as set forth in the Curriculum Standards for each subject area. The competency levels specified for each grade level in the Curriculum Standards serve as a guide for identifying appropriate short term learning objectives for students at all levels of academic functioning.

Academically Talented: In the Middletown Public Schools the academically talented student is identified (temporarily) as functioning and/or having the ability to function at the ninth stanine (scale 1-9). This may represent about four percent of our students. A student may be academically talented on one area (e.g., verbal) and not in another (e.g., quantitative). The

FIGURE 4

CATEGORIES OF ACADEMIC FUNCTIONING AND
ASSOCIATED INSTRUCTIONAL SETTINGS/PROGRAMS

	CATEGORY OF ACADEMIC FUNCTIONING	ASSOCIATED INSTRUCTIONAL SETTING/PROGRAMS
	"Regular Student"	Regular classroom; Standard program and curriculum.
REMEDIAL ← REGULAR REMEDIATION →	Academically Talented	Regular classroom and special learning groups; Standard and adjusted programs and curricula.
	Underachiever	Regular classroom; Standard program and curriculum with special provisions for remediation.
	Slow Learner	Regular classroom; Standard program and curriculum plus compensatory services such as Title I and SADC tutoring, aides, and/or labs, ½ generally more specific instruction.
SPECIAL EDUCATION →	Moderate Learning Impaired (Part Time Special Education)	Regular classroom and Resource Room; Standard and special programs and curricula as per I.E.P.
	Severely Learning Impaired (Full Time Special Education)	Full time special education classroom with mainstreaming; special programming and adjusted curricula.

academically talented student is considered "remedial" because the "regular" educational services do not generally meet his or her needs. Supplemental educational services, therefore, are in order.

Underachiever: In the Middletown Public Schools the underachiever is defined as a student whose academic performance in a subject area is significantly below his or her level of expectancy as determined by his or her verbal or quantitative ability. The underachieving student is found at all levels of academic functioning. The "regular student" may be underachieving in one or more academic areas, and require "remediation" accordingly. This is also true of the academically talented student. Moreover, a student may be a slow learner (a quantitative ability at the 21%ile, for example) and also be underachieving (a 7%ile performance in Math Concepts, for example). Underachievement is also identified in specific subject areas for moderate and severe learning impaired students.

Slow Learner: The slow learning student is defined as one who is performing below the twenty-third percentile and within his or her level of expectancy: that is, a student who has a low achievement level in a subject area but also shows low ability in that area. The twenty-third percentile is an arbitrary and temporary cut off point for the identification of slow learners based on the fact that our Title I program has used the 23%ile for several years as its cut off point.

Moderate Learning Impaired: These are students whose specific learning impairments have been identified by a Planning and Placement Team and whose I.E.P.'s call for remediation in the Resource Room on a part time basis.

Severely Learning Impaired: These are students whose specific learning impairments have been identified by a Planning and Placement Team and whose I.E.P.'s call for remediation in a full time special education setting.

Diagnostic Procedures

On a building-by-building basis underachieving and slow learning students are identified annually via the S.T.E.P. norm-referenced testing program. Moderate and severe learning impaired students are identified via the Planning and Placement process. For the moderate and severe learning impaired students, diagnostic and prescriptive procedures are carried out at the building level as per the Comprehensive Approach to Pupil Planning (C.A.P.P.) and I.E.P. procedures.

For the underachiever and slow learner, further diagnostics also occur at the building level and generally include a skill profile secured for the specific subject area(s) of concern. This skill profile is based on the scope and sequence of learning objectives specified in the Curriculum Standards for that subject area. Additional information relative to the student's past performance, learning styles and behaviors, interests, strengths, and constraints is gathered in preparation for the development of a learning prescription for the student. For the slow learner learning constraints are also identified.

For the academically talented student, further diagnostics may include an expanded skill profile (which may include above grade-level and/or enrichment competencies/objectives). Further diagnostics for the academically talented student will often include referral and testing via the special education planning and placement process. To the extent possible, however, the focus of such referrals will be directed at supplementing instruction for the academically talented student within the regular classroom.

All identification and diagnostic procedures are summarized and entered on the Individual Remedial Plan (see below and Figure 5).

Remediation

The regular classroom teacher, under the direction of the building principal is responsible for developing an Individual Remedial Plan (I.R.P.) for each identified underachieving, slow learning, and academically talented student. Figure 5 illustrates the I.R.P., which is akin to the I.E.P. (Individual Educational Plan) which is currently developed for moderate and severe learning impaired students. I.R.P.'s are based on the identification and diagnostic information, i.e., on the S.T.E.P. tests, skill profiles, and other pertinent data gathered for diagnosis.

Based on the identification and diagnostic information, short term (quarterly/yearly) learning objectives are specified and a remedial plan is outlined on the I.R.P. form. Individual Remedial Plans will differ from school to school depending on available resources, existing programs and services, and other elements unique to each building. In general, the I.R.P.'s for slow learners would call for Title I and SADC services in reading where available (at six of our eight elementary schools and both of our middle schools) and analogous services in the other buildings and/or subject areas other than reading. These services generally are tutorial, in-class aides, individualized instruction, and learning labs. The main emphasis of I.R.P.'s for slow learners shall be specific sequential instruction.

Individual Remedial Plans for underachieving students will vary considerably depending on the learning gaps revealed by individual skill profiles and other diagnostic data. The underachieving student is a priority for remedia-

FIGURE 5

MIDDLETOWN PUBLIC SCHOOLS

INDIVIDUAL REMEDIAL PLAN

MIDDLETOWN, CONNECTICUT

STUDENT _____ SCHOOL _____

TEACHER _____ GRADE _____ YEAR _____

IDENTIFICATION (S.T.E.P.: Ach/Abil. stanines; and/or other tests.)	1. Reading	R___/___ V___/___
	2. Language Arts	Writ___/___
	3. Math	Comp___/___ Conc___/___
DIAGNOSIS (for: Functional Level &/or Skill Profile: Name of test or other source of diagnosis only: e.g."Local CRT's".)	1. Reading	
	2. Language Arts	
	3. Math	
LEARNING OBJECTIVES (Short Term Objectives based on skill profiles, functional level, or other diagnostic information.)	1. Reading	
	2. Language Arts	
	3. Math	
REMEDIAL PLAN (Activities,Schedule, Materials.)	1. Reading	
	2. Language Arts	
	3. Math	
REVIEW PROCEDURES (How will progress be monitored? How will mastery be indicated and when?)	1. Reading	
	2. Language Arts	
	3. Math	
ANNUAL EVALUATION PROCEDURES (Circle appropriate Measures/Instruments.)	1. Reading	S.T.E.P. Local C.R.T. Other:
	2. Language Arts	S.T.E.P. Local C.R.T. Other:
	3. Math	S.T.E.P. Local C.R.T. Other:

tion and remedial services may include the following and other resources and strategies:

Tutorial: aides, senior citizen and other tutor volunteers.

Peer-Tutoring: students from same class for specific tutoring tasks.

Aides: teacher aides working with small groups as per teacher's directions.

Labs: a room or area of the school set aside and equipped with self-directed and specific learning materials.

Peer-Teaching: older students carrying out specific instruction as per teacher directions.

Team-Teaching: two or more teachers working closely together.

Contracts/Individual & Group: short term, objective referenced contracts specifying all conditions objectives - self-directed.

Media: specific objective-referenced media set up in classroom as a learning station or center.

Skills Grouping: Generally in the classroom or at a grade level, students with specific skill needs are grouped for instruction on a short-term basis.

Curriculum Adaptations: in-school mini-courses or ad hoc courses to specifically identified needs of a group of students.

The I.R.P. also specifies the procedures by which student progress, in relation to the learning objectives specified in the I.R.P., will be monitored during the year. Finally, the I.R.P. specifies how the student will demonstrate mastery of the specified learning objectives.

The I.R.P.'s are developed by October of each year and are shared with the parents of each individual in October and June. Progress on all I.R.P.'s are reviewed monthly in each building and quarterly by central office, with the last review including a summary of the year's progress.

Evaluation of the Middletown Design for Educational Equity

This Middletown Design for Educational Equity will be judged effective to the extent that it meets the objectives stated at the beginning of this report. There are seven such "Objectives for Equal Educational Opportunity" which form the basis for an annual evaluation of the plan. Continuous progress toward each of these objectives is recorded for each program (subject area/grade level) on a check list which specifies twenty indicators, each relating to one or more of the seven objectives of the "Middletown Design for Educational Equity." This checklist is illustrated in Figure 6. Figure 7 lists each program for which this progress is monitored. The design also has a number of internal evaluative checks, procedures, and reports as described below.

(1) To specify course and/or grade level objectives for each course and/or subject area:

Annually (June) a report entitled "Curriculum Notes" summarizes the progress of the various teacher curriculum committees. This report identifies the courses and grade level subject areas for which objectives have been completed. All professional staff, administrators and Board members receive a copy of this report.

(2) To specify expected levels of competencies (commensurate with ranges of abilities) for each of these objectives:

(continued on page 25)

FIGURE 6

INDICATORS OF PROGRESS FOR THE MIDDLETOWN DESIGN

FOR EDUCATIONAL EQUITY

Year _____

Subject _____

Course _____

Grade Level(s) _____

Objective Reference Number	Indicator Number	
1	1.	objectives specified
2	2.	competencies specified
4	3.	criterion-referenced tests developed
4	4.	criterion-referenced tests administered
4,6	5.	norm-referenced tests selected
4,6	6.	norm-referenced tests administered
3	7.	curriculum materials recommended/adopted
4	8.	district-wide program evaluation completed
4	9.	building-level program evaluation completed
5	10.	district-wide modifications recommended
5	11.	district-wide modifications implemented
5	12.	building-level modifications specified
5	13.	building-level modifications implemented
6	14.	individual remedial students identified
7	15.	individual remedial plans developed
7	16.	individual remedial plans implemented
4,5	17.	quarterly review of building remedial plans conducted
6,7	18.	quarterly review of individual remedial plans conducted
4,5	19.	annual review of building remedial plans complete
6,7	20.	annual review of individual remedial plans complete

FIGURE 7

PROGRAMS/SUB-PROGRAMS OF THE MIDDLETOWN

PUBLIC SCHOOLS

Regular Learning Programs	
Art	K-12
Business Education	9-12
Foreign Language	7-12
Home Economics	7-8
Home Economics	9-12
Industrial Arts	7-8
Industrial Arts	9-12
Language Arts	K-6
Language Arts	7-8
Language Arts	9-12
Mathematics	K-6
Mathmatics	7-8
Mathematics	9-12
Music	K-12
Physical Education	K-12
Reading	K-12
Science	K-6
Science	7-8
Science	9-12
Social Studies	K-6
Social Studies	7-8
Social Studies	9-12
Vocational Agriculture	9-12
Vocational Education	K-12

Special Learning Programs	
Adult Education	12
Alternative Education	9-12
Exceptional Children	K-12
Guidance	7-12
Health Education	K-12
Media Services	K-12
Program Improvement and Evaluation	K-12
Psychological Services	K-12
Social Workers	K-12
Speech/Hearing/Language	Pre K-12
Student Activities	7-12
Summer School	9-12
Tuition/Tutorial/ Homebound	K-12
Youth Services	9-12

The annual report, "Curriculum Notes" identifies those courses and grade level subject areas for which competencies or "levels of expectancy" have been developed. The competencies are used by teachers as a guide to instruction and evaluation of learning, and continuous feedback from teachers to curriculum committees is sought regarding each set of competencies.

(3) To recommend and provide instructional materials and models appropriate to the attainment of these objectives:

All curriculum recommendations are reviewed by the Board of Education. An annual summary of these recommendations is reported in "Curriculum Notes."

(4) To continuously evaluate the effectiveness of all curricula based on student performance:

(a) The annual report "Curriuclum Notes" identifies those courses and grade level subject areas for which local criterion-referenced tests have been developed and/or administered.

(b) An annual (August) "Program Evaluation Report" summarizes and interprets the results of the annual May standardized (norm-referenced) testing programs.

(c) Annual program evaluation reports are also developed for each building.

(5) To continuously modify all curricula based on such evaluations:

(a) District-wide: The annual report "Curriculum Notes" summarizes by courses grade level subject areas all curricular modifications based on test results.

(b) Building-level: The annual performance objectives of each building administrator itemize and evaluate all building-level curricular modification based on test results.

(6) To continuously evaluate individual students' academic progress in relation to stated instructional objectives and individual abilities, learning characteristics and styles:

Annual building-level program evaluations identify individual students as underachiever or slow learner by subject area. Via the annual performance objectives procedures, building principals account for further diagnostics such as skill profiles. This process is reviewed quarterly as per conditions of performance objectives.

(7) To continuously modify individual students' instruction based on such evaluation:

As per the building principals' annual performance objectives, individual modifications to students' instruction are made and monitored. These are reviewed quarterly and annually by central office.

SUMMARY

This report has described the manner in which the Middletown Public School system is providing equal educational opportunity for all its students. It has outlined a design which ensures that all students learn to the limits of their individual abilities.

A curriculum with clear standards which addresses itself to differences in students is the foundation for providing equal educational opportunities for all students. For this reason, the curriculum development, implementation, and evaluation process as followed in the Middletown Public Schools was presented in detail.

The norm-referenced and criterion-referenced tests and their use were also described in detail. Such tests provide the basic data necessary for decision-making in relation to both the monitoring and improving student achievement and the evaluation of curriculum.

Finally, a comprehensive plan for providing remedial assistance to students was outlined. The emphasis of this plan is to provide remediation within the regular classroom wherever possible.

The Middletown Design for Educational Equity is a plan which will take several years to fully realize. Many of its components are already in operation. Others will be more fully developed and implemented during the next and subsequent years. The end result, hopefully, will provide all students with the educational opportunities which they need and to which they are entitled.